

**DEPARTMENT OF EDUCATION
SPECIAL EDUCATION PROGRAMS
Huron Center for Independence
Accountability Review - Monitoring Report 2012-2013**

Team Members: Donna Huber, Team Leader; Chris Sargent, Education Specialist; and Dan Rounds, Transition Liaison

Dates of On Site Visit: February 26, 2013

Date of Report: February 27, 2013

All non-compliance must be corrected within 1 year of this report date.

Date Closed: May 29, 2013

Program monitoring and evaluation.

In conjunction with its general supervisory responsibility under the Individuals with Disabilities Education Act, Part B, Special Education Programs (SEP) of the Division of Educational Services and Support shall monitor agencies, institutions, and organizations responsible for carrying out special education programs in the state, including any obligations imposed on those agencies, institutions, and organizations. The department shall ensure:

- (1) That the requirements of this article are carried out;
- (2) That each educational program for children with disabilities administered within the state, including each program administered by any other state or local agency, but not including elementary schools and secondary schools for Native American children operated or funded by the Secretary of the Interior:
 - (a) Is under the general supervision of the persons responsible for educational programs for children with disabilities in the department; and
 - (b) Meets the educational standards of the state education agency, including the requirements of this article; and
- (3) In carrying out this article with respect to homeless children, the requirements of the McKinney-Vento Homeless Assistance Act, as amended to January 1, 2007, are met. (Reference- ARSD 24:05:20:18.)

State monitoring--Quantifiable indicators and priority areas.

The department shall monitor school districts using quantifiable indicators in each of the following priority areas, and using such qualitative indicators as are needed to adequately measure performance in those areas:

- (1) Provision of Free Appropriate Public Education (FAPE) in the least restrictive environment;
 - (2) Department exercise of general supervision, including child find, effective monitoring, the use of resolution meetings, mediation, and a system of transition services as defined in this article and article 24:14; and
 - (3) Disproportionate representation of racial and ethnic groups in special education and related services, to the extent the representation is the result of inappropriate identification. (Reference-ARSD 24:05:20:18:02.)
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State enforcement -- Determinations.

On an annual basis, based on local district performance data, information obtained through monitoring visits, and other information available, the department shall determine whether each school district meets the requirements and purposes of Part B of the IDEA...

Based upon the information obtained through monitoring visits, and any other public information made available, Special Education Programs of the Division of Educational Services and Support determines if the agency, institution, or organization responsible for carrying out special education programs in the state:

- Meets the requirements and purposes of Part B of the Act;
- Needs assistance in implementing the requirements of Part B of the Act'
- Needs intervention in implementing the requirements of Part B of the Act; or
- Needs substantial intervention in implementing the requirements of Part B of the Act. (Reference-ARSD 24:05:20:23.04.)

Deficiency correction procedures.

The department shall require local education agencies to correct deficiencies in program operations that are identified through monitoring as soon as possible, but not later than one year from written identification of the deficiency. The department shall order agencies to take corrective actions and to submit a plan for achieving and documenting full

compliance. (Reference-ARSD 24:05:20:20.)

GENERAL SUPERVISION / STATE PERFORMANCE PLAN COMPLIANCE INDICATOR

ARSD 24:05:27:01.03. Content of individualized education program. Each student's individualized education program shall include:

- (2) A statement of measurable annual goals, including academic and functional goals, designed to:
 - (a) Meet the student's needs that result from the student's disability to enable the student to be involved in and progress in the general education curriculum; and
 - (b) Meet each of the student's other educational needs that result from the student's disability;
- (3) A statement of the special education and related services and supplementary aids and services, based on peer-reviewed research to the extent practicable, to be provided to the student, or on behalf of the student, ...
- (8) Beginning not later than the first IEP to be in effect when the student turns 16, or younger if determined appropriate by the IEP team, and updated annually thereafter, the IEP shall include:
 - (a) Appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment, and, if appropriate, independent living skills; and
 - (b) The transition services (including courses of study) needed to assist the student in reaching those goals;

Corrective Action:

Prong 1: Correct each individual case of noncompliance		
Timeline for Completion: 45 calendars day from the report date listed above.		
Student:	Required Action:	Data To Be Submitted:
Student File # 1. This student was reported on child count under the category of 530. <ol style="list-style-type: none"> 1. The student's IEP did not adequately address all required content <ol style="list-style-type: none"> a. Transition (course of study and measureable post-secondary goals) b. Description of Services 	District/agency will need to amend the IEP to address these areas.	District/agency will submit the following: <ol style="list-style-type: none"> 1. Copy of the amended IEP 2. PPWN
Date Data Submitted: 4-5-13 Status: District has successfully completed and submitted the above requested material. Completed		

Student:	Required Action:	Data To Be Submitted:
<p>Student File # 2: This student was reported on child count under the category of 560.</p> <ol style="list-style-type: none"> 1. The IEP was not developed to provide benefit for the disability. <ol style="list-style-type: none"> a. The PLAAFP did not link to the skill based assessments which were conducted. b. The goals did not adequately address the areas affected by the disability. c. Description of Services did not reflect the goal areas 	<p>District will need to develop a new IEP to adequately address all areas of the IEP.</p>	<p>District/agency will submit the following:</p> <ol style="list-style-type: none"> 1. Prior Notice for the meeting 2. Copy of the new IEP 3. PPWN
<p>Date Data Submitted: 4-1-13</p> <p>Status: District has successfully completed and submitted the above requested material. Completed</p>		

Student:	Required Action:	Data To Be Submitted:
<p>Student File # 3: This student was reported on child count under the category of 530.</p> <ol style="list-style-type: none"> 1. The IEP did not adequately address the transition. <ol style="list-style-type: none"> a. Course of study 	<p>District will need to amend the IEP to address these areas.</p>	<p>District/agency will submit the following:</p> <ol style="list-style-type: none"> 1. Copy of the amended IEP 2. PPWN
<p>Date Data Submitted: 4-2-13</p> <p>Status: District has successfully completed and submitted the above requested material. Completed</p>		

Prong 2: Correctly implement the specific regulatory requirements (i.e. achieved 100% compliance), based on the SEA's review of updated data.		
<p>Required Action:</p> <ol style="list-style-type: none"> 1. Huron Center for Independence, along with the placing school district, will ensure each student's IEP adequately addresses all content areas. 2. Huron Center for Independence, along with the placing school district, will ensure each student's IEP addresses the needs that result from the student's disability 		
<p>Data To Be Submitted:</p> <p>Each school district which submitted for prong 1, along with Huron Center for Independence, will submit the following for one student who is placed at a residential facility to ensure the IEPs for students placed in a residential facility contain all required content:</p> <ol style="list-style-type: none"> 1. A copy of student's most recent eligibility document 2. A copy of the evaluation report 3. A copy of the current IEP 		
<p>Target Date for Completion: December, 20, 2013</p>		

Date: 4-1-13

Status Report: School District for Student File # 2 has successfully completed and submitted the above requested material for prong 2. Completed

Date: 4-11-13

Status Report: School District for Student File # 3 has successfully completed and submitted the above requested material for prong 2. Completed

Date: 5-29-13

Status Report: School District for Student File # 1 has successfully completed and submitted the above requested material for prong 2. Completed